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ABSTRACT

A study was done to determine what principals, teachers, parents, and children identify as the educational requirements and resources necessary to promote the educational success of Latino children. Four Boston (Massachusetts) elementary schools, all with large Latino student enrollments, were selected for the purposes of the study. Information was gathered from principals, teachers, 17 parents, and 90 Latino children through interviews, questionnaires, and classroom observations. Over 200 school personnel, children, and parents participated in the study; and over 100 hours of school observations and visits were completed. Focus was on the fifth grade. The major findings include the following: (1) school administrators did not identify needs unique to Latino children; (2) teachers focused on deficits in the children or difficulties in the home and environment; (3) the curriculum did not reflect significant inclusion of Latino cultural values, history, or realities of the Latino community; (4) teachers and school administrators emphasized promoting literacy in English at all schools; (5) many teachers identified teaching strategies that worked well with Latino children; (6) teachers expressed a need for inservice opportunities; (7) children were affected by the poor condition of the school buildings and the lack of books and materials; (8) all groups were frustrated at the low level of parental involvement; and (9) teachers and administrators identified a lack of planning for the transition to middle school. Included are 25 references. (JB)

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